

Lead Partner: Scholastic Achievement Partners

Results

Scholastic Achievement Partners has facilitated site improvement plans for hundreds of suburban and urban schools around the United States, and has provided extensive professional development for building administrators, classroom teachers, and central office leadership on a wide range of topics.

Brockton High School, Massachusetts – Readiness to Learn

Brockton High School, the City of Brockton's district's only high school, is a large, comprehensive grade 9-12 school located in a high-poverty urban center 30 miles south of Boston. The 2007-08 student body of 4,350 included 29.3% white, 54.5% black, 13% Hispanic, 2.7% Asian, and 0.5% American Indian students. Approximately 72% of the students qualify for free or reduced-price lunch, 44.8% speak English as a second language, 9% are English language learners, and 11% are disabled. By utilizing SAP consultants and the Learning Criteria to Support 21st Century Learners™, Brockton High School defied its challenging demographics and became a model of student achievement. Led by SAP and its own School Restructuring Committee, Brockton focused on a few key initiatives: increasing student achievement on the Massachusetts state test through a comprehensive school-wide literacy initiative; reversing the culture of low achievement by raising expectations for all students; identifying essential academic skills and knowledge and making instruction relevant to students' lives; and fostering positive relationships between and among students and teachers. Brockton has dramatically increased the number of students passing the MCAS. The pass rate for ELA went from 55% to above 90% and for math from 22% to above 80%.

Recovery School District, Louisiana – Readiness to Teach

Prior to the start of the 2007—2008 school year, Scholastic consultants conducted a hands-on training for 122 teachers using the *READ 180* program. In addition, consultants developed instruments for collecting information about the implementation of *READ 180* in individual classrooms. Consultants also conducted cadre meetings, one-on-one coaching sessions, and quarterly observations to help teachers benchmark the quality of their implementation and calibrate their students' achievement. In order to help teachers measure student mastery, consultants advised educators on how to run software reports, analyze and unpack data trends, pinpoint deficits, and uncover the instructional skills and reading strategies needed to help students move to proficiency. Finally, consultants worked to build the capacity of administrators to effectively administer *READ 180*. The Superintendent opted to continue using *READ 180* during the 2008—2009 and 2009—2010 school years with the district's most struggling readers. Public data from the Louisiana Department of Education from 2006-2009 indicate that RSD students posted gains on the LEAP ELA test from 2006 to 2009. In spring 2007, prior to the district's adoption of *READ 180*, 67 percent of students in the fourth grade fell in the Unsatisfactory or Approaching Basic range. However, by spring 2009, only 48 percent did so, a substantial reduction of 19 percentage points. Conversely, the percentage of students falling into the Basic and Mastery category increased 15 and 3 percent respectively.